

SECONDARY PRINCIPAL POSITION PROFILE

We are a vibrant learning community that nurtures global leaders.



IB World School | American Curriculum | 71 Nationalities | Dubai, UAE

The Position

Position Title	Secondary School Principal (Grade 9 to Grade 12)
Reports To	School Director
Supervises	Secondary School Assistant Principal, faculty, and support staff
Start Date	August 2027
Contract	Two-year initial appointment, renewable thereafter
Location	Dubai, United Arab Emirates

Dunecrest American School is seeking an experienced, instructionally strong Secondary Principal to lead a Grade 6 to Grade 12 division built on the US standards-based teaching and learning. The successful candidate will be a visible, passionate leader of learning who holds high expectations for teaching, is systems orientated and able to forge enduring relationships with our students, faculty, and parent community, and earn the confidence of a diverse and engaged parent community. Demonstrated leadership experience within US standards-based curriculum, assessment and philosophy is highly desired. Experience in a KHDA regulated school or other accrediting bodies is a distinct advantage.

Dunecrest at a Glance

Founded in 2018	Approximately 850 students, KG1 to Grade 12	More than 71 nationalities
IB World School since 2019: PYP and Diploma Programme	Accredited by IB and MSA	117 teachers 17:1 student to teacher ratio

Our School

School Overview

Dunecrest American School in Dubai offers a holistic and challenging American educational program founded on the values of academic excellence, creativity, independence, international mindedness, wellness, innovation and service. With experienced leadership, dedicated and caring educators and state-of-the-art facilities, Dunecrest inspires students to pursue their passions and become lifelong learners. The school opened its doors in September 2018 to 200 students and now has over 850 students in its eighth year of operation. The school's enrollment in September 2027 is expected to be approximately 900+ students. In its first three years of operation, Dunecrest has been awarded accreditation from the Middle States Association of Colleges and Schools, and graduated its first class with graduates earning IB Diplomas and/or US High School Diplomas. Dunecrest is owned and operated by Esol Education, which operates exceptional American schools around the world in locations including Abu Dhabi, Bahrain, Hong Kong, Cairo, Nicosia and Lebanon.

Dunecrest American School offers a full KG-G12 college prep curriculum based on US Common Core (Math and English), Next Generation Science Standards (NGSS), and American Education Reaches Out

(AERO) Standards, delivered by a highly motivated staff of certified and experienced teachers. The International Baccalaureate Diploma Programme (IB DP) is offered as an option for students in Grades 11 and 12. Students who do not choose to pursue the full IB Diploma may still earn IB Certificates in specific subjects. There is also a growing Advanced Placement program which has shown great popularity amongst our high school student body.

More information can be found at www.dunecrest.ae.



Mission and Values

Our mission is to provide a holistic American international education that inspires students to discover their talents, pursue their passions, and make a positive impact on their communities and the world beyond.

Our Vision **is to be a vibrant learning community that nurtures global leaders. And our Values are shaped by CREST: Creativity, Respect, Excellence, Service and Teamwork.**

These ideals are the foundation of our learning community.

A School Moving Forward

Dunecrest is an established, accredited, and respected school that is entering an important phase of purposeful growth and development. Our School Development and Strategic Plan provides a clear framework for this next stage, with a strong emphasis on **academic achievement, curriculum alignment, effective use of data, and continuous improvement**, underpinned by a commitment to student and staff wellbeing.

A key priority is strengthening **curriculum coherence and alignment from Pre-K through Grade 12**, ensuring that learning builds progressively across divisions and that expectations, assessment practices, and teaching approaches are increasingly consistent. This is supported by a growing emphasis on the effective analysis and use of assessment data to identify student needs, monitor progress, address gaps, and inform teaching and intervention. The objective is not simply to collect data, but to ensure that it translates into improved classroom practice and stronger student outcomes.

We are also strengthening the **consistency, transparency, and rigor of assessment practices** across the school. The consistent use of standards-based rubrics across assessment tasks will provide

students and parents with greater transparency about learning expectations, achievement, and progress, while enabling teachers to make more consistent judgments about the quality of student work. A key priority will be to ensure that assessment tasks and associated rubrics are appropriately rigorous, aligned with curriculum standards, and calibrated across grade levels and divisions so that expectations remain consistent and appropriately challenging as students progress through the school.

This focus extends across the full academic pathway, including the preparation of students for our **Advanced Placement (AP) and International Baccalaureate Diploma Programme (IBDP)**. We are strengthening systems for monitoring student achievement and analysing data so that we can identify students who require additional support, evaluate the impact of interventions, and improve outcomes in these important programmes. Equally, we must ensure that the courses and learning experiences leading into AP and IBDP are sufficiently rigorous and appropriately sequenced, giving students the knowledge, skills, and academic habits required to succeed when they enter these higher-level programmes.

The school is also investing in the systems and professional capacity required to support this development. The recent creation and appointment of the **Director of Teaching and Learning** will provide dedicated leadership for our focus on academic growth, curriculum alignment, assessment, and instructional consistency over the coming years. The creation of the **Well-Being Champion** role further demonstrates our commitment to ensuring that academic growth is underpinned by a strong focus on student wellbeing. As the school grows, systems, structures, and culture must develop alongside student numbers, enabling students and teachers to feel safe, included, connected, and supported.

This is the context in which the next **Secondary Principal** will take on leadership of the division. **The Secondary School will play a central role in managing the school's growth while maintaining and strengthening academic quality.** The Principal will be expected to lead a clear academic improvement agenda, using student achievement data to identify priorities, strengthen teaching and assessment, ensure alignment with the wider Pre-K–12 curriculum, and build a culture of high expectations and continuous improvement.

The Secondary Principal will have a particular responsibility for ensuring that students are appropriately prepared for and supported through the school's advanced academic pathways. This will include **effective oversight and coordination of the AP and IBDP programmes**, close analysis of student achievement and programme data, and the development of systems that enable early identification and targeted support for students. The Principal will also ensure that courses leading into AP and IBDP provide appropriate academic challenge and rigor, with clear progression in knowledge, skills, assessment expectations, and independent learning so that students are well prepared for success in these programmes.

The opportunity is therefore one of **stability combined with purposeful growth**: preserving the strengths of an established school while building the consistency, capacity, academic rigor, and data-informed systems required for our next stage of development.

Campus and Facilities

Centrally located near the Al Barari and Living Legends developments, just off Sheikh Mohammed bin Zayed Road (E311), the Dunecrest American School campus has been designed in line with the latest educational research, incorporating modern pedagogical standards.

Naturally lit classrooms and open spaces encourage collaboration, project-based learning and interactive teamwork, while state-of-the-art connectivity and seamless technology integration optimize our learning environment for modern teaching.

High quality athletics facilities offer ample opportunities for students to develop their physical

skills and adopt a lifelong love of wellness. Our athletics complex includes a multi-purpose hall, 1,500 sq. m. purpose-built gymnasium for indoor games, a shaded swimming pool, and a regulation-sized soccer field, encircled by a professionally laid running track.

Curriculum and Accreditation

Dunecrest is an IB World School authorized for the Diploma Programme (Grades 11 and 12), we also offer an increasing range of AP courses, authorised by the College Board. This compliments our American standards-based curriculum in Elementary and Secondary divisions. The school is accredited by the Middle States Association of Colleges and Schools, licensed and inspected by Dubai's Department of Knowledge and Human Development Authority Education (KHDA), and is a member of the Near East South Asia Council of Overseas Schools (NESAS).



The Secondary Program

The Secondary School delivers learning through an Understanding by Design (UbD) framework integrated with the Common Core State Standards, the Next Generation Science Standards, AERO standards, and the UAE Moral Education program. Students engage in standards-based learning, supported by specialist instruction in Arabic and Islamic Studies, art, music, physical education, design and innovation, computer science, and library. The Early Years program is play-based and language-rich, aligned with Common Core in KG2 and The Creative Curriculum from Pre-K to KG1.

Student progress is monitored through NWEA MAP Growth in reading, language, mathematics, and science, alongside a range of formative assessments and screeners. Dunecrest students regularly meet or exceed regional and international MAP norms. Student wellbeing is supported by a counseling team and a Student Support Services department that provides inclusion and early intervention.

Dunecrest's students are multilingual, inquisitive, and engaging. Some require additional inclusion support; others need greater academic challenge. The school uses a multi-tiered approach to support and challenge learners, and teachers work alongside counselors, inclusion staff, and coordinators so that every student participates meaningfully in learning. All students also study Arabic, Islamic Studies, and UAE Social Studies, keeping a strong connection to the culture and heritage of the UAE.

The Secondary Principal inherits a division with a strong foundation and a clear improvement agenda: consistent high quality teaching and learning in every classroom, an aligned curriculum and assessment system that uses data (both internal and external) to inform teaching, coherent inclusion and wellbeing systems. Our next principal will lead this work within the School Development and Strategic Plan and be an integral part of its success.

Faculty

Dunecrest employs 117 faculty from more than 20 countries, with strong representation from the United States, Canada, European and regional countries. All are university graduates and many hold advanced degrees. Teachers meet KHDA qualification and licensure requirements, and the school supports growth through a structured Appraisal framework, instructional coaching and access to NESA and IB professional learning.

The professional culture is collaborative and purposeful. Expectations for teaching and learning are clearly shared so that students experience consistency across classrooms, while teachers are trusted to bring their own expertise and creativity to their practice. Leaders are actively present in classrooms, open professional conversation about teaching is routine, and new staff receive a comprehensive induction covering the UAE context, safeguarding, inclusion, assessment, and the IB Diploma, Advanced Placement and American curriculum frameworks. Faculty enjoy a competitive, tax-free compensation and benefits package and the opportunity to live in Dubai, a thriving, eclectic and cosmopolitan city.

More Than a School

The Student Body

Dunecrest enrolls approximately 850 students from Pre-K to Grade 12 representing more than 71 nationalities and speaking more than 30 languages. Roughly one third of students are US passport holders, with the remainder drawn from Europe, the UK, the wider Middle East, Africa, and Asia. The Secondary School serves nearly 500 students in Pre-K to Grade 5 and this is expected to grow next year. Homerooms are supported by teaching assistants.



An Engaged Parent Community

Dunecrest is a family-centered school. An active Parent Association (DPA) organizes community events across the year, including International Day and cultural celebrations, and representatives of the DPA meet monthly with the Director to provide a structured channel for parent voice on school priorities. Each school division also has a DPA parent representative group that meets monthly with the divisional Principal. The Secondary Principal also runs monthly Coffee Mornings for parents. Principals are expected to be a visible and accessible presence for families at drop-off, at events, and in the daily life of the division.

Governance and Esol Education

Dunecrest is owned and operated by Esol Education, founded in 1976 and headquartered in Dubai. Esol serves more than 11,000 students in international schools across the Middle East, the Mediterranean, and East Asia, including Dunecrest American School and Fairgreen International School in Dubai, the

American School of Bahrain, the American International Schools in Egypt and Cyprus, and American School Hong Kong. Its schools share a heritage of certified, caring teachers, experienced leadership, and strong facilities, and count nearly 25,000 graduates among their alumni.

Dunecrest is governed by a Board of Governors that works with the School Director to set strategic direction, oversee financial performance, and ensure compliance with KHDA regulations and international accreditation standards. The Secondary Principal is a member of the school's senior leadership team and contributes directly to school-wide strategic planning, accreditation, and inspection readiness.

Dubai, United Arab Emirates

Location: Emirate of the UAE, on the Arabian Gulf	Time Zone: GMT +3/4	Population: About 5 million in Dubai; UAE about 11.57 million
Language: Arabic (official); English widely used	Currency: UAE Dirham (AED), pegged to the US dollar	Climate: Hot desert climate; mild winters from November to March

Dubai is a modern and exceptionally well-connected capital. The city is a fusion of Gulf cultural offerings with world-class healthcare, international dining, beaches, desert and island landscapes, and easy access to Dubai and the wider region. Dubai is renowned, world-wide as a holiday destination both family friendly and full of verve and vigor. Emirates Airways connects Dubai International Airport directly to most major cities in Europe, Asia, and North America.

The UAE places a high national priority on education, and Dubai's regulator, KHDA, sets clear expectations for school quality, inclusion, wellbeing, and Emirati identity. Leaders who thrive here combine international best practice with genuine respect for the culture and values of the host country.

Climate

Dubai enjoys warm, sunny weather for most of the year. Winter months from November to March are mild and pleasant, with daytime temperatures typically between 20°C and 28°C. Summers are hot and humid, with July and August averages above 40°C. Outdoor life, sport, and travel are central to the winter calendar.

Position: Secondary School Principal

The Secondary Principal is the learning leader of the Secondary School (Grade 6 to Grade 12) at Dunecrest American School. Reporting to the School Director, the Principal is responsible for teaching and learning, curriculum development and daily operations in the Secondary School. The principal has responsibility for establishing a professional working environment that enables continuous improvement and is consistent with Dunecrest policy and the mission of the school.

The principal manages the physical, personnel, and financial resources of the division, recommends staffing changes to the School Director, and is directly involved in the recruitment, evaluation, and, where necessary, the separation of faculty and support staff. The principal is expected to know Dunecrest's policies and KHDA regulations thoroughly, to establish divisional procedures that ensure their consistent implementation, and to report to the School Director any policy that proves inadvisable or inoperative in practice.

Key Responsibilities

Instructional Leadership and Curriculum

- Ensure that teaching across the division is consistent and conforms to standards-based teaching and learning expectations
- Oversee continuous curriculum development to ensure consistency and transparency.
- In conjunction with the Director of Teaching and Learning: monitor, evaluate and act upon all internal and external data to ensure consistent student academic growth.
- Work with the School Director, Director of Teaching and Learning and Secondary School teachers to ensure compliance with MSA accreditation requirements and UAE Ministry and regulatory bodies.
- Work closely with the Director of Teaching and Learning, Assistant Principal, Subject Leaders and faculty to develop, review, and align curriculum materials with the school's frameworks.
- Develop and maintain a comprehensive set of benchmark assessments across subjects so that student learning is evaluated systematically and readiness for secondary school is predicted with confidence.
- Oversee the preparation and distribution of report cards, ensuring reports show families clearly how each student can improve.
- Lead faculty meetings with agendas grounded in the curriculum and professional development priorities approved by the School Director.

People and Performance

- Collaborate with the School Director in the selection and hiring of faculty and support staff for the Secondary School.
- Organize, assign, and supervise faculty and support staff; plan and implement the schedule of classes; monitor attendance and workload.
- Observe and evaluate the Assistant Principal, teachers, and support staff; report on professional competence and performance; recommend reassignment or replacement where necessary.
- Develop the Secondary School faculty manual and ensure all staff understand their professional obligations.
- Plan and implement orientation and induction for all new Secondary School staff.

Students, Families, and Community

- Ensure a safe, nurturing, and well-supervised environment, with student and staff safety and

security given consistent attention.

- Assign students to grade levels consistent with aptitude, ability, and aspiration; ensure accurate attendance and performance records and correct withdrawal procedures.
- Plan Back-to-School Evening and at least two parent-teacher conferences each year; be responsive to the concerns of parents, faculty, and staff and involve those best placed to resolve them.
- Encourage and coordinate co-curricular activities, trips, and assemblies that enrich learning and build responsibility and community spirit.
- Publish regular articles for the school community on developments in the Secondary School, and contribute to international educational publications to raise the school's profile.
- Plan and implement disciplinary procedures, consistent with our CREST Values, where needed.

Operations, Budget, and Whole-School Leadership

- Prepare and administer the Secondary School budgets for educational resources, professional development, and student activities; manage the annual budget approved by Esol Education prudently while allowing for continuous program improvement.
- Develop an annual budget recommendation and propose staffing, resource, and facility changes to the School Director, with fiscal implications made explicit.
- Collaborate with the Elementary Principal and School Director on all cross-divisional matters, including the school calendar and school-wide events.
- Delegate responsibilities to the Assistant Principal and to staff with particular expertise as appropriate, while retaining accountability.
- Undertake additional duties as assigned by the School Director.

The Candidate We Are Looking For

The successful candidate will bring:

- A master's degree in education, educational leadership, or a related field; a doctorate is welcome.
- A proven track record in educational leadership, with at least three years of experience in a secondary classroom and/or as a school administrator at a quality American or international school
- Have a strong understanding of MAP testing and subsequent data analysis to drive student learning
- Experience in leading curriculum alignment, through US standards-based philosophy and practice
- The ability to lead and work collaboratively with a large and talented team of teachers, administrators and other school personnel
- A track record of raising the quality of teaching and learning through observation, feedback, coaching, and evidence-based professional learning.
- Strong systems thinking: the ability to align curriculum, assessment, inclusion, wellbeing, and compliance into one coherent divisional program.
- Cultural intelligence and genuine respect for the UAE context, its national priorities, and the Arabic and Islamic Studies program.
- Warmth, visibility, and credibility with young children, their families, and a diverse faculty, paired with the resolve to hold professional standards.
- Eligibility for KHDA principal licensure and a clean safeguarding record.

Terms of Employment and Contract

This position receives a highly competitive, tax-free salary and benefits package, including [housing allowance or provided housing], annual flights, medical insurance, tuition for dependent children, and relocation support. The initial appointment is for a two-year period, renewable thereafter.

Application

Dunecrest is conducting this search directly. Candidates may request additional information from the School Director's office at **mroberts@dunecrest.ae**.

To apply, please submit the following in a single PDF to mroberts@dunecrest.ae:

- A letter of application addressed to the Secondary Principal Search Committee, setting out your interest in Dunecrest and the fit between your experience and this role (one page maximum).
- A current resume or CV, including verification of degrees, employment history, and eligibility to work in the UAE. (two pages, maximum)
- A one-page statement of educational leadership philosophy.
- The names, positions, email addresses, and telephone numbers of three referees, one of whom must be your current Head of School or Director. Referees will not be contacted without your prior permission.
- The deadline to apply is October 27, 2026.

Timeline

Applications close	October 27, 2026
Panel interviews with the leadership team, faculty, and parent representatives	Early November
Finalist visit to Dubai	Mid November: One or two finalists will be invited to campus for the final phase and should be prepared to accept the position if offered.
Appointment announced	Late November
Start date	August 2027

The school reserves the right to appoint an exceptional candidate at any stage prior to these dates.

Dunecrest is committed to safeguarding and promoting the welfare of children. All appointments are subject to satisfactory references, background checks, and KHDA licensure requirements.